DOCUMENT RESUME

ED 110 192 PS 007 988

TITLE	Safety Education in the Elementary School.
INSTITUTION	Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of General and Academic Education.
PUB DATE	Mar 68
NOTE	47p.; Revised edition
AVAILABLE FROM	Department of Public Instruction, Commonwealth of Pennsylvania, Bureau of General and Academic Education, Harrisburg, Pennsylvania 17126
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Administrator Role; Community Resources; Community Role; *Elementary Education; *Elementary School Curriculum; Integrated Activities; Learning Activities; *Resource Materials; *Safety Education; School Personnel; *School Safety; Teacher Role; Teaching Techniques

ABSTRACT

This handbook provides material designed to aid school administrators and classroom teachers in providing a safe environment for their elementary school children and incorporating safety education into regular classroom and school activities. Chapter 1 outlines the basic fundamentals in planning elementary school programs; defines the function of a school safety program; suggests problem safety areas in the home, school, and community that involve children; and lists various cooperative community agencies and organizations. Chapter 2 provides an outline of the responsibilities of the school administrator, classroom teacher, and school support personnel in promoting school safety. Chapters 3 and 4 offer materials designed to help the teacher develop curricula. These include activities which incorporate safety education during outdoor seasonal activities, special occasions, and regular classroom studies; summary charts suggesting objectives for each grade level (K-6); experience-based discussion topics appropriate for kindergarten through fifth grade children; and safety checklists. A bibliography of resource materials is divided according to format (pamphlet, book, film, etc.). (ED)

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SAFETY EDUCATION in the ELEMENTARY SCHOOLS

U.S. DEPARTMENT OF HEALTH
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WALK
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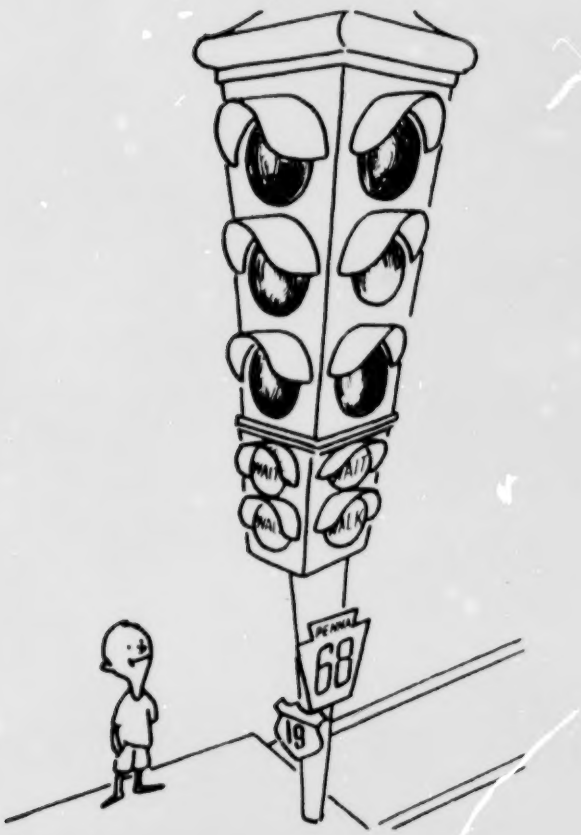
Safety Education in the Elementary School



DEPARTMENT OF PUBLIC INSTRUCTION
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG • 1968

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ACKNOWLEDGMENTS

The Department of Public Instruction appreciates the helpful cooperation of public school teachers, supervisors of safety education and school administrators in the development of this publication.

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Revised
March 1, 1968

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A MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

The high incidence of accidents among young people from age 5 to 35 is sufficient evidence to require the schools to provide a more comprehensive safety education program mandated by Section 1511, School Laws of Pennsylvania.

This bulletin was produced to assist teachers and administrators in providing effective instruction to all areas of safety education. While methods of instruction will vary widely from one teacher to another, it is desirable to adopt an instructional program that will result in reducing the high incidence of accidents in school, at play, going to and from school, and at home.

DAVID H. KURTZMAN

March 1968

Introduction

Teachers who work in the elementary schools are aware that all children have certain basic physical, mental, social, and emotional needs: the need for frequent physical activity in guided work and play, and in unsupervised "free play"; the need for a feeling of security within their family groups and within the classroom group; the need for challenge to their growing mental capacities, provided by a well-planned succession of learning experiences. The safety program in the school can be so planned and directed that it can serve all of these needs and at the same time protect children from actual physical harm.

In order to benefit from the safety program, the children must first understand its purposes. They must be helped to become aware but not unduly fearful of the hazards to which daily living exposes them—at home, at school, at play, on the farm, on the roads, or in the streets. They must be guided in recognizing and analyzing these hazards for themselves, and in working out together safety precautions which will protect them. They must have constant practice in self-protection, until their eyes, ears, and muscles respond automatically in safe-guarding themselves against danger.

Safety instruction stressed during regular class periods can guide the children in recognizing and analyzing hazards and can help them to devise safety precautions to meet these hazards. Class periods, alone, cannot develop these automatic responses. Safety must be made a part of every activity of every school day. The teacher, the administrator, and the children all have responsibility for the development of automatic safety habits.

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Legal Responsibilities in Safety Education

Prescribed Courses and Instruction—Section 1511 of the Public School Code of 1949.

In every elementary public and private school, established and maintained in this Commonwealth, the following subjects shall be taught, in the English Language and from English texts: English, including spelling, reading, and writing; arithmetic; geography; the history of the United States and of Pennsylvania; civics, including loyalty to the State and National Government; *safety education;* and the humane treatment of birds and animals; health, including physical education and physiology; music and art.

FIRE DRILLS—*Section 1517.*

(a) In all public schools where fire escapes, appliances for the extinguishment of fires, or proper and sufficient exits in case of fire or panic, either or all, are required by law to be maintained, fire drills shall be periodically conducted, not less than one a month, by the teacher or teachers in charge, under rules and regulations to be promulgated by the county or district superintendent under whose supervision such schools are. In such fire drills the pupils and teachers shall be instructed in, and made thoroughly familiar with, the use of the fire escapes, appliances and exits. The drill shall include the actual use thereof, and the complete removal of the pupils and teachers, in an expeditious and orderly manner, by means of fire escapes and exits, from the building to a place of safety on the ground outside.

(b) The city and county superintendents are hereby required to see that the provisions of this section are faithfully carried out in the schools over which they respectively have charge.

(c) Any person who violates or fails to comply with the provisions of this section shall be guilty of a misdemeanor, and on conviction shall be sentenced to pay a fine of not less than twenty-five dollars ($25) nor more than five hundred dollars ($500), or to undergo imprisonment in the county jail for not less than ten (10) days or more than sixty (60) days or both.

TEXTBOOKS AND INSTRUCTION ON FIRE DANGERS AND PREVENTION DRILLS—*Section 1518.*

(a) It shall be the duty of the Superintendent of Public Instruction, in consultation with the Pennsylvania State Police, to prepare books of instruction for use of teachers of students of all grades, in the public and private schools, with regard to the dangers of fire and the prevention of fire waste. Such books of instruction shall be published at the expense of the State, under the direction of the Superintendent of Public Instruction, and shall be distributed in sufficient quantities for the use of the teachers in schools as herein provided. The curriculum of all schools shall include some regular and continuous study of such subjects during the entire school year. (Amended September 28, 1951, P.L. 1551.)

(b) It shall be the duty of the Superintendent of Public Instruction, and of the principals or other persons in charge of the various schools, to provide for the instruction and training of pupils in such schools by means of drills, so that they may in sudden emergencies be able to leave the school buildings in the shortest possible time without confusion or panic. Such drills shall be held at least once a month when the schools are in session.

Chapter One

SAFETY EDUCATION—A COOPERATIVE PROGRAM

A GOOD SAFETY EDUCATION PROGRAM IS A CONTINUOUS PROGRAM which coincides with the purposes of the school and is well integrated with its total program. It is also *a cooperative program* in that it involves not only all school personnel but also the community and all community agencies.

The most effective learnings in the elementary school take place only when interest is demonstrated on the part of all concerned. Effective habits and attitudes necessary for safe living will result only when real interest in this phase of learning, backed by public opinion, permeates the school administration, instructional staff, and individual classroom. The program should reflect truly cooperative thoughts and action. When such wide interest and cooperative efforts exist, sound and gradual growth in safety habits and attitudes rather than spasmodic progress is made possible. In order to obtain unity of effort in the school program, agreements must be worked out between various departments of the school system or between various responsible individuals as to the definite areas of responsibility and action.

Adult interests must be utilized in order to obtain the best possible results. As behavior patterns are formed in early youth, it is essential that parents and the school agree on the job to be done.

Fundamentals in Education for Safety

In the approach to safety in the modern school, teachers and principals may find useful a concisely stated "set of principles" in Education for Safety which give direction in the planning of an adequate safety program. Consider the following:

1. Protection of child life is a major educational objective. It cannot be accomplished by haphazard, incidental instruction; it must be planned. The school's responsibility in this field has been firmly established.
2. Emphasis should be placed on constructive safety practices. It is undesirable to place stress on the negative and morbid aspects of failure to act safely. Safety education should not put a brake on action. The inculcation of needless fears and unnecessary inhibitions must be avoided.
3. Participation is basic to success. The school program in safety must be implemented in such a manner as to involve every member of the school staff, as well as every child.
4. An accident accounting system constitutes an integral part of planning for safety.
5. Many phases of instruction in safety are made more effective by dramatic appeal.
6. The seasonal approach to safety is effective in meeting changing needs around the year and in lending variety to the instructional program in safety.

Modern, well-lighted, well-ventilated, well-equipped new school

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7. Safety considerations are an important part of the planning of any special school event. Special activities, such as excursions, poster contests, picnics, parades, radio and television programs, athletic contests, neighborhood walks, and school dramatics or festivals, afford opportunity for the cooperative formulation of safety standards and the development of proper safety practices.
8. Safety "weeks" and like observances should be an integral part of the safety plan.
9. Proper planning involves local and city-wide research in order to be able to meet community needs and to eliminate safety hazards.
10. The local school plan for safety must utilize the total safety resources of the community.
11. Essentially, safety results from proper attitudes. Attitudes favorable to safety should pervade the school's total program.
12. Evaluation and resultant improvement should be in terms of reduction in the number and seriousness of accidents and near-accidents, in the development of improved safety practices and attitudes, in increase of the amount and quality of participation in safety activities, in the attainment of a constantly improving community attitude toward the school's safety program.

The Function of the Elementary School in Educating for Safety

Education for safety at the elementary school level involves four fundamental tasks:

1. The provision of abundant amounts of participation in genuine safety activities for as many pupils as possible.
2. The development of consciousness of the need for safety from as many real-life and constructive approaches as possible. Such consciousness must be continuously aroused and consistently maintained.
3. The formation of those personal habits most essential to safety.
4. The coordination of school and community effort.

The first of these items tends to make the individual personally responsible for his own safety and relates his safety performance to that of all others; the second lends importance to the need for safety and serves continuously to motivate safety instruction; the third provides those essential automatic responses which prevent accident and save life in hazardous situations; and the last aids in making safety a coordinated community responsibility, shared by all.

At play

Your Safety Problems

In determining the problems which need solution first, in other words, in establishing your priority order of safety emphasis, you will want to conduct a survey of school, street, community, home, and special activity hazards. The classification listed on page 3 offers many suggestions for study. Awareness of hazard will usually be followed by the desire to do something about the situation. "Doing something about it" involves discussion, planning, decision, participation, and checking results. Which of those listed are most important for you to work on? Add others as needed.

1. Problems in the School:
   Unsupervised play
   Wild running at recess and dismissal
   The shop

At school

Stairways
The fire drill
Play hazards on school grounds
Cafeteria
Lavatories
Science laboratory—experiments and equipment

2. Problems in the Street or on the Road—Pedestrian Education:
   Playing in street
   Indifference of drivers
   Dangerous intersections
   Traffic signs and lights
   Walking on open road
   Bicycle hazards
3. Problems in the Home:
   Falls
   Fire prevention
   Burns and scalds
   Careless use of knives, scissors, cutting instruments
   Firearms
   Falling objects
4. Problems Involving Special Activities of Children:
   Baseball and similar games
   Winter sports
   Bicycling
   Roller skating
   Swimming
   Playground hazards
   Hobbies

In meeting these problems certain "safety habits" will need to be developed. A brief statement concerning the selection and development of such habits seems appropriate.

At work

At home

It is a fallacy to assume that because the children of a given school do not normally meet certain hazardous conditions, they need no instruction in safety beyond their immediate needs. However, immediate and local needs must come first. These ought to be determined cooperatively in terms of the local situation and accident facts generally. Thus a sort of "habits of safety" priority list can be readily determined. The entire staff should then follow through with vigor on the development of these fundamental habits. It is suggested that:

The number of habits selected for special consideration be kept at a minimum;

They be selected by all persons involved, pupils and teachers, parents and others;

They be enforced without exception; and that the reasons for their selection and enforcement be understood, as nearly as possible, by all.

Participation Is Basic

Participation is fundamental. Every elementary school should:

1. Maintain a constantly improving safety patrol.
2. Perfect within each classroom some sort of classroom organization for safety, to operate at the individual class level, no matter how advanced or retarded, or how mature or immature in development.
3. Give consideration to the possibilities of other "junior safety organizations," with representation and activity involving the entire student body.

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4. Insure staff participation in the development and execution of school policy concerning safety, including the evaluation of highway safety procedures. The organization of the school to include the appointment of a "school coordinator" for safety is one of the best ways of attaining full staff cooperation.

Participation Involves the Community

Safety is a community objective; the school cannot act in isolation. Parents' organizations, the police and firemen, adult groups of civic-minded persons, and accident prevention agencies will take part in planning the program, and they can all participate to some degree in executing it. The whole community should participate, coordinate, and cooperate in safety ventures.

"What services are there in your community which teachers can tap to make their safety instruction more effective?" "Would the safety services of your town or community cooperate in helping children solve their safety problems?" "How can school-community cooperation be best advanced?"

The replies to these questions indicate that many school administrators have experienced a considerable amount of high quality cooperation from the

All children and youth need a community, rural or suburban, that provides and encourages safety

Safe and cooperating businesses

basic community services. The following community agencies, mentioned in order of frequency, expressed either a high degree of past cooperation or an assurance of future aid:

Police departments
Automobile clubs
Fire departments
Parent-teacher organizations
Safety councils
Red Cross
Boy and/or Girl Scouts
Service clubs
Public health services and/or hospitals
Local Civil Defense Coordinator
Industrial concerns
Newspapers
Community associations
Transportation companies
Religious groups
Insurance companies
Telephone and telegraph companies
Dairy companies
Garages
American Legion
Neighborhood stores
Traffic engineers
Chamber of Commerce
Junior Chamber of Commerce
Motion picture houses

The replies were practically unanimous in agreeing that the agencies stated were not only willing, but eager to cooperate. In many cases this statement was based on past performance. A few cited group achievements in safety projects. However, it was also clearly indicated that the problem of initiating cooperation was usually up to the school and that holding goodwill depended much on the manner of working together which has been traditionally established.

Chapter Two

ROLE OF SCHOOL PERSONNEL IN SAFETY EDUCATION

THE SCHOOL ADMINISTRATOR IS RESPONSIBLE for the safety of his pupils in the school building, on the playground, and in areas adjacent to the school. In general, his responsibilities include the following:

IN THE BUILDING AND BUILDING AREAS

1. Enforcement of established safety rules and regulations
2. Elimination of projecting hazards
3. Investigation of the hazards of screened windows and doors
4. Provision for:
   a. proper and safe equipment
   b. proper maintenance of the building and the equipment
   c. careful storage of inflammable materials
   d. emergency lighting in buildings which are used at night
   e. a high-grade, non-slip treatment for floors
5. Periodical inspection of:
   a. the fire alarm system
   b. the fire escapes and exits
   c. all fire extinguishers
   d. all corridors, stairs and handrails
   e. the cleanliness of lavatories
   f. the storage areas
   g. the cafeteria and its equipment

ON THE PLAYGROUND

1. Adequate drainage
2. Proper surfacing of play areas—rubber-base asphalt, hard-surface asphalt, sand, etc.
3. Proper zoning of areas adjacent to apparatus
4. Elimination of overlapping play areas
5. Scheduling a daily inspection of playground equipment
6. Scheduling daily supervision for the playground
7. Proper housekeeping for the playground—keep free of broken glass, fruit peels, stones, etc.
8. An annual budget for additions to and the replacement of playground equipment
9. Protective fence or hedge as needed
10. Control of operation of bicycles on or near the playground

TRAFFIC WITHIN SCHOOL AREAS

1. Marking of all walk and crossing areas and load/unloading zones. Safety devices where feasible
2. Establishment of loading/unloading zones for school buses within the school grounds
3. Placement of bicycle racks apart from play spaces and areas where other vehicles operate
4. Establishment of motor vehicle parking areas involving permanent and clear signs and pavement markings. Where possible, these parking areas should not be adjacent to play areas
5. Removing all possible risks from coal chutes, areaways, fire escapes and/or other prevalent hazard areas

USE OF INTERCOMMUNICATION AND SIGNAL SYSTEMS

Communication and signal systems suited to the size and plan of the building are important contributions to daily school life. They should be planned and installed to provide ready internal and external communication in the interest of safety and health factors.

A fire alarm system should be installed to meet all legal standards and requirements. Inside bells or other signals should be as soft-toned in quality and intensity as possible.

Telephone service should be provided wherever practicable, including one-room schools, for use in cases of illness or accident and as a means of enlarging home and school relationships. Children and teachers should, however, formulate sensible regulations about the use of the telephone which are understood by the parents in order to avoid "nuisance" situations.

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Locating fire extinguishers and exits

THE SCHOOL ADMINISTRATOR'S DISASTER CHECK LIST

It is the responsibility of the school administrator to:

1. Inform himself concerning local disaster threats and the means to meet them. Acquaint himself with local agencies and local plans to survive disaster.
2. Call his board's attention to the need for disaster survival and curriculum programs. Secure board authorization to initiate such programs.
3. Become part of local government's civil defense program. Set up working arrangements for emergency operations between his schools and the local government.
4. Organize a committee to study and to recommend to him a disaster protection program.
5. Secure board approval. Make this program official for the schools.
6. Make this program operational:
   a. Fill all positions in the chain of command. Take measures that all participants in this program understand their assignments and are competent to carry them out.
   b. Set up and periodically test the alerting chain.
   c. Provide shelter areas for protection from fall-out and severe storms (e.g. tornadoes), either by designating them in existing buildings, or by converting existing facilities, or by new building. Equip these areas for shelter use.
   d. Drill pupils and staffs in the proper use of these shelter areas, or in building evacuation.
   e. Set up, in conformity with the community evacuation plan, an over-all school evacuation plan.
   f. Provide that individual schools shall tailor this over-all plan to their individual needs.
   g. Authorize drills to test this plan, and to develop its skillful execution.
   h. Intensify the "safe person" aspects of the pupil safety program.
   i. Build community understanding and support of the schools' disaster survival program.
      Take such other action as will make the community a competently cooperating partner in this program.
   j. Take measures to protect school buildings, equipment, and grounds, and to remove records beyond the area of likely heavy damage.
   k. Recommend to the board inclusion in the budget of funds to provide training expenses and materials for the program and other costs.

Using phone for emergency

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1. Develop working arrangements with neighboring school systems for mutual support in the event disaster strikes.
7. Take the usual steps to provide for the development of a curriculum guide in disaster protection.
8. Secure the authorization of the board to make this guide official for use in the schools.
9. Set up a program to interpret this guide to the staffs. Check on its use. Keep it abreast of the changing facts and needs involved in disaster protection.
10. Give staff members an opportunity to gain such immunities for disaster operation as the law provides.

Responsibilities of the administrator in the following situations:

A. Facing Disaster

1. Take his place in the chain of command and give the necessary orders to set his part of the plan in operation.
2. Carry out any personal assignments under it.
3. Keep calm.

B. Immediately After Disaster

1. Give the necessary orders to set post-disaster plans in operation.
2. Give priority to plans to save lives over plans to save property.
3. Work to re-establish communications within the schools and with civil defense and other local protection agencies.
4. Assess and report damage.
5. Assume leadership in rescue and other operations affecting schools.
6. Assume leadership in making school facilities available for non-school disaster relief and recovery purposes.

C. In the Prolonged Post-Disaster Period

1. Continue to take inventory of damage. Inventory needs and resources for reopening schools.
2. Represent the community, the schools, and the displaced staffs and pupils. Assist in making arrangements for their temporary schooling in the evacuation areas.
3. Serve as contact agent in the chain of command.
4. Assist recovery by organizing and making available school records.
5. Serve as the school's representative in contacts with other governmental agencies, and with the chief state school officer.
6. Take leadership in reopening schools in the stricken community, and in restoring school operations.

ACCIDENT REPORTING AND RECORDING

Valuable Use Can Be Made of Accident Records

Records must serve a real purpose. Recording and reporting of accidents for statistical purposes only are largely a waste of valuable time. However, an adequate accident reporting system can provide:

1. Materials for continuous and intelligent curriculum planning. Records help answer the question of what safety practices and attitudes should be taught, and when.
2. Problems valuable to the various student organizations in developing their programs on safety. The traffic squad, for example, learns where the traffic accidents occur. The playground supervisor knows what equipment needs special supervision.
3. Information to help the supervisor in advising on the course of study and practices in safety instruction; information for placement of individual responsibility for safety teaching or supervision.
4. Data which the principal can use in planning his program and soliciting the aid and cooperation of other community agencies for safety and in making the group aware of the seriousness of the local accident situation, through such publicity material as graphs, spot maps, etc.
5. Assistance for individual student guidance. What special characteristics of the individual contributed to the accident? What hazards may be anticipated when the child is not under school control?
6. Identification of hazards useful in modifying and improving the structure and use of school buildings or playgrounds and equipment.
7. Questions to be considered in parent conferences.
8. Legal data for the school personnel and the school board in case of accident litigation.
9. Accident facts which suggest special drives and campaigns, as a means of convincing board members and parents of the necessity for the removal of hazards, and lead to greater community interest.

Develop a System to Suit Your Needs

Types of accidents vary according to area, age, grade level, activity, and season of year. Each must

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be given its proper place in the school and grade program and emphasized when necessary. The student accident monthly summary report, prepared by the National Safety Council, offers help on a reporting plan. The reporting system for an individual school should be adapted to community needs and personnel available for preparing such reports, and where possible should be coordinated with the reports of the National Safety Council.

Evaluation of the Safety Program

Many schools have been content to possess only a Safety Patrol and to conduct activities incidental to the proper organization, stimulation, operation, and support of the patrol. Without discounting the importance and dramatic appeal of the patrol, it is appropriate to point out that efficient safety programs go far beyond that stage.

In a rapidly increasing number of schools, classrooms are encouraged to produce assembly programs on Safety and to include a variety of classroom safety activities. At first these activities are planned in a more or less haphazard manner. Later, in the developing of a really adequate program of safety, specific informational content is outlined and the classes are expected to achieve interest in and understanding of safety content at the class level. Objectives are analyzed, the program is definitely planned, and an attempt is made definitely to enlist the cooperation of all.

The next development in the expanding safety program usually takes the form of the organization of safety groups to insure a higher degree of participation on the part of an ever increasing number of individuals among the staff and students, both for the school as a whole and within the individual classrooms. At this stage safety councils, safety clubs, courts, safety research and reports appear.

Civil defense

Checking the record

Ultimately there comes a coordinated school-community approach to safety. The adults in the neighborhood, the community council, the police, the welfare agencies, all take active part in planning the program and they all participate to some degree in executing it. Responsibility is shared and the community becomes participant, cooperative, and coordinate. The students regard safety as a civic enterprise.

The foregoing is an attempt to simplify the typical development which has taken place in many localities. It represents an expanding program. You should ask yourself the question—At what level is my school?

OTHER ROLES IN SAFETY EDUCATION PROGRAM

A survey of professional personnel, safety agencies, and lay persons throughout the State of Pennsylvania revealed many activities which are expressive of varied types of school-community participation. The following list divides these into three groups: first, a group of activities for which the principal usually, although by no means always, assumes initiatory responsibility; the second group, is usually initiated by the classroom teacher; third, other building personnel essential in developing a well-balanced program of safety education. An asterisk (*) indicates high frequency of mention among those who filled out details concerning avenues of participation.

The Principal

The Principal usually assumes responsibility for initiating these activities:

Organizes safety patrol*
Provides for organization of safety committees throughout the school*
Plans the program, with cooperative assistance*
Sets up safety clubs*
Gives special safety talks in assemblies*
Sets up safety committees among staff*
Conducts safety demonstrations*
Arranges for state or local police to address pupils*
Participates in safety drives*
Organizes patrol for within-school service*
Organizes fire drills*
Organizes first aid classes*
Stimulates use of visual aids and other materials*
Arranges for PTA activities by students*
Evaluates procedures in safety with appropriate cooperation*
Prepares and distributes safety check-lists*
Develops community activities*
Organizes junior safety council*
Organizes poster displays*
Arranges for traffic survey related to school*
Organizes school bus safety procedures*
Makes effective use of school paper*
Organizes "Junior Fire Fighters"
Considers school membership in Safety Councils, national and local
Organizes bicycle clubs and inspections
Prepares and distributes safety letters to parents
Organizes safety clipping service for school
Encourages dramatization and improved teaching techniques
Organizes neighborhood safety-hazard survey
Encourages "hazard" reporting
Organizes model traffic setup
Assists in the elimination of community hazards
Organizes accident reporting system; evaluates findings in terms of instruction
Assists in Survey of the Causes of Fire for local community

In addition to the above activities, the principal has a major function in determining:

Safety needs of pupils and community
Amount of safety education in the curriculum
Status and efficiency of the accident reporting system
Degree of "safety consciousness" in the organization
Adequacy and use of instructional materials
Problems involving pupil transportation
Functioning of pupil safety organizations
Need for in-service education of the teachers
Relation to the police authorities of the area
Compliance with legal provisions concerning safety, such as the fire drill
Hazards existing in or near the school
All other determinations affecting the present safety and educational possibilities for the future safety of the pupils

The principal's function goes beyond determining these needs to the initiation of appropriate measures to satisfy them.

The Classroom Teacher

In general, the teacher decides on the specific objectives for teaching safety within his own classroom. He determines individual, class, and community needs and fits his instruction into the classroom program.

While the principal may offer suggestions and provide materials of instruction, it is the teacher's responsibility to become acquainted with successful instructional practices, available material, and sources of assistance.

Contributions of the teacher to faculty planning in safety are an important function of the teacher. Special committees on playground safety, courses of study, safety habits, coordination with community efforts, are appropriate avenues of participation for the teacher.

The Classroom Teacher usually assumes responsibility for initiating these activities:

Includes safety instruction wherever and whenever appropriate*
Sponsors safety patrol*
Sponsors safety clubs*
Uses asemblies for safety presentation, including dramatization, citations for safety, etc.*
Provides pupil leaders in gymnasium, play, classrooms*
Provides for and properly conducts Fire Drills*
Stimulates preparation of safety posters and safety demonstrations*
Provides opportunity for the preparation of classroom safety codes*
Encourages safety "talks" by pupils*
Conducts safety inspections*
Uses safety clippings from newspapers
Conducts tours and excursions

An asterisk (*) indicates high frequency of mention among those who filled out details concerning avenues of participation.

00018

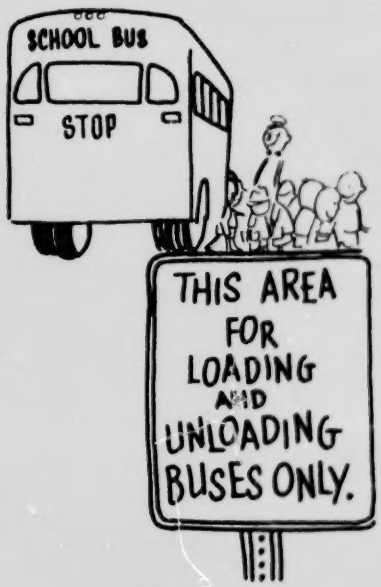
Develops radio scripts on safety
Provides opportunity for tours for safety
Stimulates safety stories in class news sheet
Provides opportunity for construction activities
Plans, especially for beginners, safe routes to school
Suggests safety letters
Organizes "brother and sister" or "buddy" safety system for special events
Aids in study of plant (e.g., poison ivy) recognition
Conducts "hazard hunt"
Makes own safety pictures: still, motion, slides
Develops safety songs, slogans, poems, as class projects

The *medical inspector* and the *school nurse* are assets to the safety program. A medical examination is a good beginning for safety planning, particularly at the kindergarten or first-grade level. Good health is essential to safety. Those children who appear prone to accidents should be carefully examined for vision. Many accidents which on the surface do not appear to be serious may need the advice of the nurse or doctor. A notation of each child's accidents and the treatments should be made on his cumulative school record, with the necessary follow-up to assure treatment and corrections.

The *custodian* should be brought into the safety program. He should be familiar with the aims and objectives of the program. All potential accident factors relating to the structure and condition of the building need his attention. He may be called into the conferences of the Safety Council. His interest will grow as he participates in the planning.

The *school bus driver* has an important role in the safety program. He needs the support of the school in making bus transportation safe. His problems may make a good assembly program. He may want to discuss:

Discipline on the bus
Safety monitors



Travel to school

Getting on and off the bus*
Protecting children while they wait for the bus
Bus safety inspection reports
Bus schedule and pupil load
Bus accident reports

The *teacher responsible for physical education and health* is a key person in the safety program. His counsel and cooperation are needed. Many school accidents occur in the gymnasium and on the playground. His special knowledge of the proper play equipment, organization of the program, and the types of games that fit special needs, is a valuable asset. Physical fitness plays an important role in accident prevention. He should also be specially qualified in the techniques of first aid.

Teachers of art and music need to understand fully what the school is trying to do in its safety program. They can help with posters, advise on related safety activities, and inspire the children through creative work.

19949

Chapter Three

SAFETY EDUCATION IN THE SCHOOL CURRICULUM

THE SCOPE OF ELEMENTARY SAFETY EDUCATION

SAFETY EDUCATION DEVELOPS attitudes, habits, practices, and knowledge which enable boys and girls to live fully, but with due consideration for self-protection and with regard for the lives and happiness of others.

In this chapter an attempt has been made to establish the scope of Safety Education at the elementary level and to justify the need for each teacher to include the teaching of safety in his daily plan of classroom instruction.

The safety program that is included in the present day elementary curriculum should be based on study and analysis of available statistics at the national, state, and local levels. It should have a definite correlation with special events, daily emergencies that may arise, and the popular holidays that each child looks forward to during the school year.

It can be noted by the teacher that certain subject matter channels have been listed in the following pages and an effort has been made to offer definite areas for possible integration of safety instruction. No effort has been made to assemble a complete list but those areas that are included will offer a basic point of reference from which to start and broaden into a complete program of safety instruction at the elementary level.

Summary charts of outcomes by grades, based on these motivating activities, are included in this chapter. Their application should give the teacher an opportunity to evaluate the teaching and to review specific items, if objectives do not seem to have been attained.

Burning leaves

Data

As can be seen, this chapter is for the classroom teacher. It is hoped that each of you will be able to locate an item, or items, that will blend into the program planned for each day.

OPPORTUNITIES FOR TEACHING SAFETY IN THE REGULAR CURRICULUM

Experiences of children are extremely varied. Practically all of these experiences offer opportunities for safety education. Some of them are seasonal entirely; some are always present; some suggest special safety measures because of the nature of the activity involved.

It is most important that every regular curricular opportunity be used to emphasize constructively the safety aspects of subject matter presentations.

1. The seasons offer opportunities

Seasonal Activities

Fall

Hikes	Starting Fires
Picnics	Playground activities
Football	Roller skating
Burning leaves	Halloween

Winter

Coasting	Icy Streets
Ice Skating	Hitching rides
Snowballing	Basketball
Skiing	Roller skating

10620

Spring

Playground apparatus	Roller skating
Baseball	Hikes
Kites	Rainy Days
Bicycling	Farm Hazards

Summer

Swimming and boating	Poisonous plants and snakes
Travel	Going barefoot
Fishing	Camp safety
Sunburn	Climbing

Seasonal Topics

Fall

Sept.	Traffic Safety
Oct.	Fire Prevention
Nov.	School Safety

Winter

Dec.	Home Safety
Jan.	Winter Sports and Weather Safety
Feb.	First Aid

Spring

Mar.	Public Safety
Apr.	Recreational Safety

Summer

May-June	Vacation Safety

2. Special occasions offer opportunities

a. Emergencies

Pupil safety talks

Skating

Injuries in the classroom	Hurricanes
Accidents on school property	Floods
Fire in the neighborhood	Explosions
	Wrecks

b. Holidays

Halloween	Fourth of July
Christmas	Victory celebrations
New Year's	Vacations
April Fool's Day	

c. Special Events

Fire Prevention Week	Celebrations
Clean-Up Week	Local Safety Campaigns
Church, Y.M.C.A. and Red Cross, etc.	Scouting Farm and Home Safety Week
American Education Week	Excursions; safe practices; codes

3. Regular subject matter channels offer opportunities

Social Studies

Topic	*Integration with Safety*
Community Helpers	Activities promoting safety: fireman, patrolman, traffic officer
Community Needs:	
Food	Safe and poisonous foods: canning and preserving Cleanliness in preparation of foods
Clothing	Types of clothing safe (a) for work, (b) for play or athletics Dangers of careless dressing (untied shoe laces) Dangers of high heels
Shelter	Home safety problems Building "operations"

19321

	Integration with Safety
Transportation	Precautions taken to protect passengers; railroad, bus, trolley, air, marine Safety devices: parachute, life boat, beacons, brakes, etc.
Communication	Value of being able to report an emergency quickly Danger of fallen wires
Industries:	Forest fires
Lumbering	Climbing trees
Fishing	Fish hooks Coast Guard activities
Manufacturing	Protective (a) clothing, (b) devices on machines, (c) safety glasses—"goggles"
Agriculture	Care and use of machinery Safety around animals
Commerce	Proper handling of heavy and awkward materials Trucking regulations
Mining	Danger of (a) blasting caps, (b) gas, (c) falls, (d) combustion hazards Mine safety appliances
City Government	City departments promoting safety; ordinances; traffic court Traffic engineering

Arithmetic

Statistics	Basic for (a) discussion, (b) promotion of a desirable safety activity, (c) necessary regulation, (d) removal of a hazard
Graphs	Method of presenting accident statistics
Problems	Involving safety data

Health and Physical Education

Better Living	Relation of following to safety: Strength, physical fitness, fatigue, clothing Medicine cabinets; first aid; prevention of infection Amount of exercise

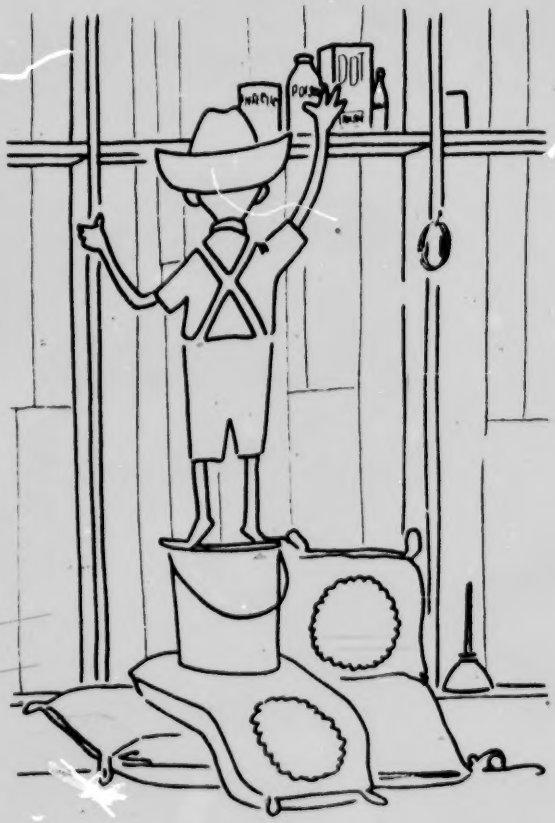
Arts

Paint or crayon Projects	Illustrations for creative work:
Construction	Posters; maps; scenery for dramatics Safety signs for school, road, or home Dioramas to illustrate safe and unsafe areas or practices Equipment for safety story plays or dramatizations of safety experiences Singing or creating safety songs

Science

Animals	How mother animals teach young to protect themselves; all animals in the classroom should be kept in cages from which they cannot escape and should be handled and fed under the direct supervision of the teacher

Making posters, etc.

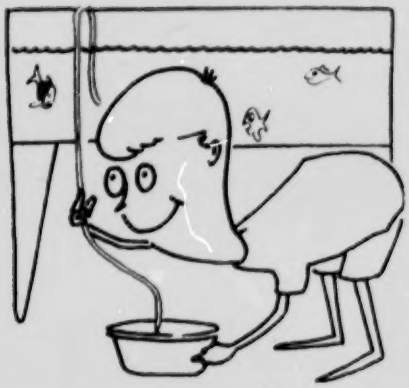


Insecticides

10022

Garden tools left on ground

Chemicals	Methods of fire fighting; fire extinguishers Care of chemical sets Dangers of fire; how to prevent and extinguish fires caused by electricity; careful use of electric plates; plates and cords should bear the "underwriters' label"; cords should be short and connected to a convenient outlet
Topic	*Integration with Safety*
Equipment (Garden & Conservatory)	Safe way of carrying and storing tools; placing sharp edges or teeth toward the ground when tools are not in use; insecticides and fungicides properly labeled and used under supervision of teacher
Field Trips	Recognition of poison ivy and sumac
Glassware	Aquariums should always be emptied with a siphon; equipment made largely of glass should be used, cleaned, and carried under direct supervision of teacher
Sharp Instruments	Proper care in using scissors, knives, needles, pins, and thumb tacks
Temperature	Relation of temperature to accidents; extreme heat; extreme cold; ice; blinding rain; fog; snow



Using siphon to empty aquariums

Language Arts

Oral Expression	Radio scripts, plays, jingles, slogans Practice in issuing warnings or giving directions Practice in use of telephone Contributions to home-room or assembly programs Practice in presenting committee reports Discussions about accidents and their prevention
Written Expression	Creative work with a safety theme; booklets Letters to obtain information Editorials with a safety theme Preparation of codes; regulations; reports

Reading

Informational	Basic material for all types of safety activities Practice in reading signs and warnings Develop own safety reading materials

Carrying insects and animals

99823

USE TOOLS PROPERLY

OR

YOU MAY LOOK LIKE THIS!

USING A LADDER TO REACH

HIGH THINGS

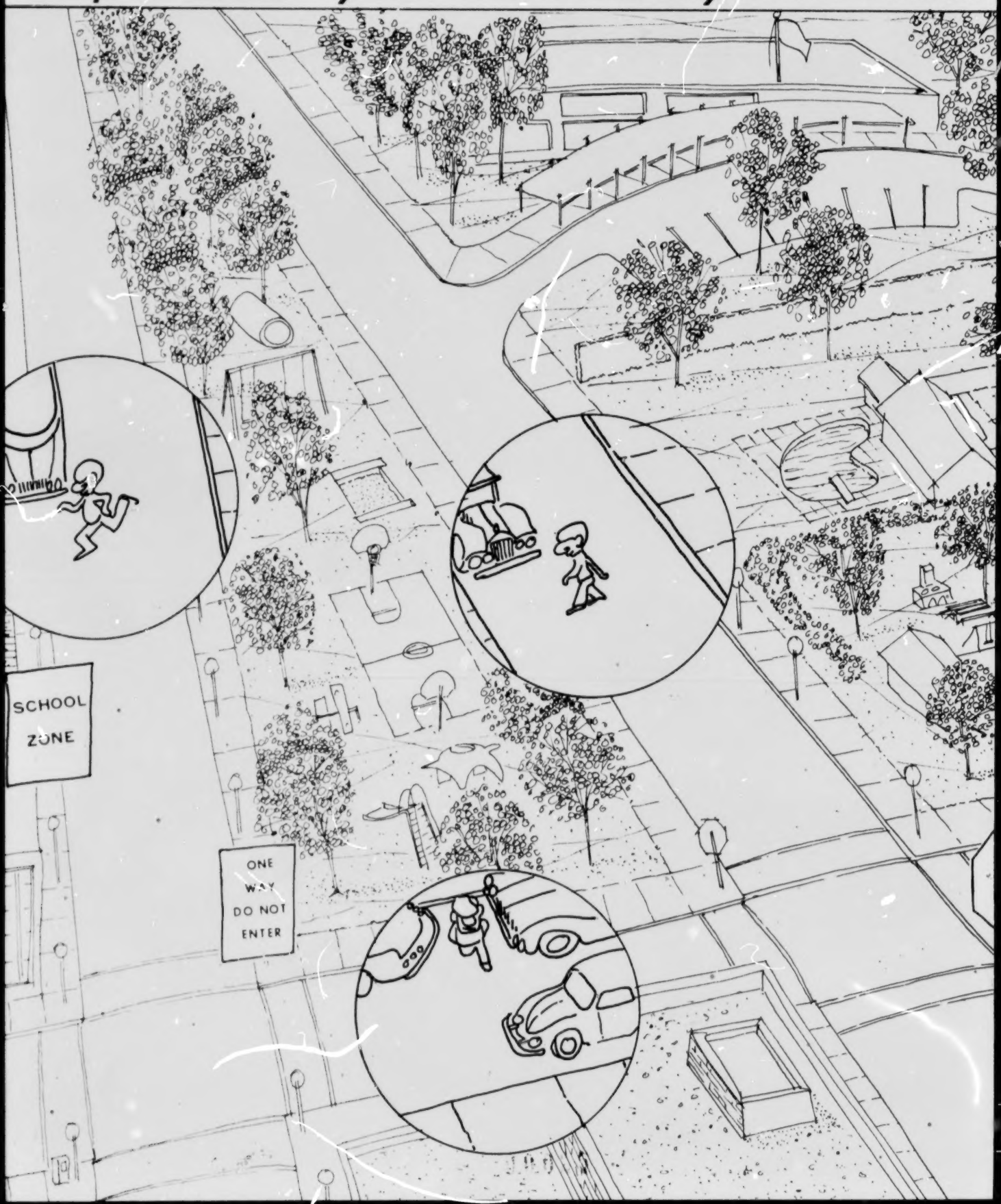
IS NOT ONLY SAFER

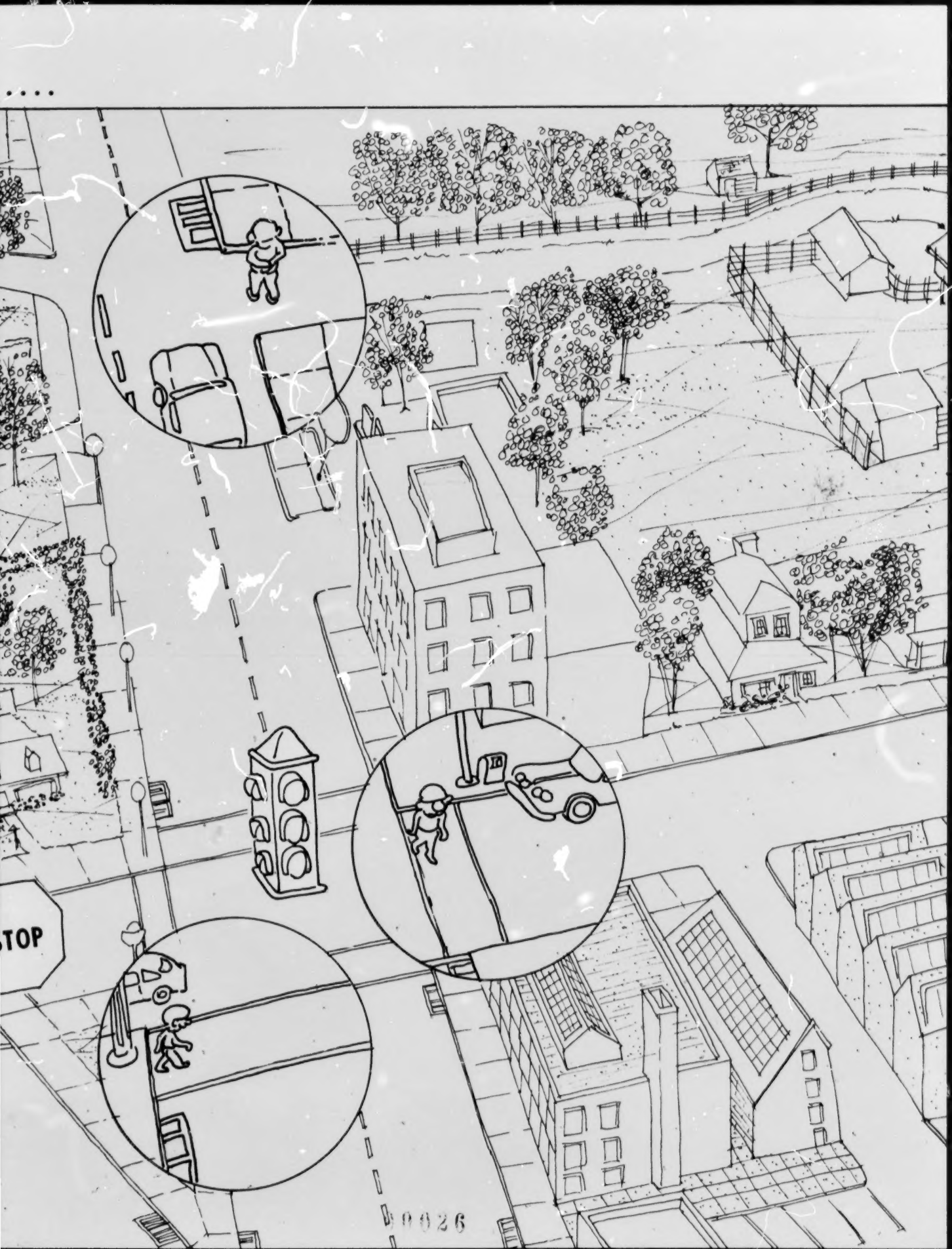
BUT

MUCH LESS TROUBLE

00021

help! make your community safe.....




STOP
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SUMMARY CHART OF OUTCOMES IN SAFETY EDUCATION

The charts which follow should be utilized in establishing definite aims and objectives for a specific grade level. The chart may be used as a basis of reference for items taught by the teacher at the previous grade level. In this way, areas in which safety instruction were not given before can be included in the program of the current school year. The charts may also be used as the basis for the administrator's evaluation of the safety education program.

SAFETY UNIT 1: EN ROUTE TO SCHOOL*

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
States own name and address	Practices habits previously learned	Practices habits previously learned	Continues to demonstrate increased knowledge of safety regulations
States name of school	Recognizes unsafe practices and states the safe thing to do	Demonstrates increased knowledge about street safety	Can safely cross unprotected streets
Walks on sidewalk	Tells why he should not play on sidewalks	Always crosses streets at corners	Avoids teasing pets
Looks both ways before crossing street	Keeps to right while walking	Refrains from fooling on the street	Shows courtesy to others on the street
Asks policemen for information	Obeys traffic signs and signals	Cares for little folks on the street	Follows all bicycle regulations
Observes traffic lights		Stays away from fallen wires	
Goes straight home from school			
Crosses streets only at corners			
Obeys safety patrol leader			

SAFETY UNIT 2: LIVING SAFELY IN THE HOME

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
States the dangers of playing with matches	Practices habits previously learned	Practices habits previously learned	Practices habits previously learned
States the dangers of playing with attached electric cords	Demonstrates increased knowledge about home safety	Increases his home safety vocabulary	Helps to develop a home safety code
Keeps toys in proper place	Explains why he should keep toys off the floor	Never climbs on chairs to get objects	Shows interest in protecting younger children
Keeps all foreign objects away from mouth	Tells why he should never touch electric sockets wtih metal objects	Obeys all home safety rules	
Keeps away from stoves when in use	States the danger of sliding down banisters		

SAFETY UNIT 3: LIVING SAFELY IN THE COMMUNITY

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
Walks on sidewalks	Practices habits previously learned	Practices habits previously learned	Practices habits previously learned
Avoids running into street after ball	Demonstrates increased knowledge about community safety	Increases his community safety vocabulary	Helps plan a safe playground
Plays only in safe places	Uses playgrounds and safe lots after school	Demonstrates safe use of roller skates and tricycles	Shows courtesy to others on streets
Identifies traffic helpers and realizes officers are friends	Describes the dangers of icy walks	Uses playground equipment safely	Demonstrates knowledge of the values of playing safe
Plays only with safe toys	Obeys the traffic signals		

* *A Teaching Guide For Child Pedestrian Traffic Safety* and *Pedestrian Safety: Resource Unit*, 1967, Department of Public Instruction, Harrisburg, Pennsylvania 17126.

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SUMMARY CHART OF OUTCOMES IN SAFETY EDUCATION (Continued)

SAFETY UNIT 1: EN ROUTE TO SCHOOL*

GRADE 4	GRADE 5	GRADE 6
Practices knowledge previously learned	Demonstrates growth in safety knowledge	Shows a definite interest in safety
Uses the safety terms appropriate to his age level	Demonstrates the proper attitude toward safety codes	Practices safety procedures regularly and habitually
Describes his community safety protections	Makes community survey of dangerous locations en route to school	Makes intelligent safety contributions regarding streets
Avoids hitchhiking	States names and responsibilities of the community traffic officers	Brings in news articles pertaining to safety
Shows consideration for others on the street	States procedures to report emergencies	Shows consideration for others while walking on the street
	Does not annoy pedestrians	

SAFETY UNIT 2: LIVING SAFELY IN THE HOME

GRADE 4	GRADE 5	GRADE 6
Practices knowledge previously learned	Practices knowledge previously learned	Practices knowledge previously learned
Demonstrates the safe use of stoves	Shows growth by having proper attitudes concerning home hazards	Tells of danger of escaping gas
Describes how to protect his home from fires	Demonstrates growth in home safety knowledge	States the danger of handling guns
States the proper protection of all foods	States what to do in case of an emergency	States the danger of taking medicine without knowing contents of the bottle

SAFETY UNIT 3: LIVING SAFELY IN THE COMMUNITY

GRADE 4	GRADE 5	GRADE 6
Practices knowledge previously learned	Practices knowledge previously learned	Practices knowledge previously learned
Demonstrates safe use of highways, parks, railroad crossings	Demonstrates continued growth in community safety	Exercises proper conduct at all community activities
Demonstrates cooperation with the city safety officers	Shows growth through proper attitudes toward city and safety regulations	Reports community hazards immediately to proper person
Helps with the safety survey of the city	Does not hitchhike	Does not hang on street cars, automobiles, trucks or buses
	Demonstrates the proper practices for bus riders	

00028

Always face traffic when walking on the highway

Falls on ice

Walk on green

Handling pets

19929

Chapter Four

SAFETY EDUCATION BASED ON PUPIL EXPERIENCES

THE DISCUSSION SESSION

Any discussion with children is most effective as a teaching technique when some *real experience* gives point to it. The following list of topics is not intended to be followed in the order given. It is not even necessary to wait for a scheduled safety class period for discussing them. The teacher who has familiarized himself with these topics can take advantage of daily incidents, remarks or questions which arise, and can guide a short, spontaneous discussion in the area of safety related to the appropriate topic, while the children's interest is high.

At intervals of a week or a month, the teacher should check the topics to see that each has received some attention. If not, the teacher can then raise a question on the area or areas which have not been adequately discussed in a regular safety period.

GRADE ONE

Discussion Topics	*Notes*
1. How can we keep safe and healthy so we shall not miss any school?	
2. What can we do to avoid being hurt in school, on the playground, coming to school, going home and at home?	
3. We must learn first how to protect ourselves against accidents. What accidents happen going to or from school? Why?	
4. Why do we need to practice being careful as we walk or ride on the highway?	
5. How can we protect ourselves against falls, burns, cuts, electric shocks, and other mishaps in the home? What accidents have happened in your home and how could they have been avoided?	
6. In taking excursions, what safety precautions are necessary?	
7. How must we be careful in playing with pets? (Both safety and humane reasons)	
8. Why do we have Christmas trees? What kinds of trees do we use? Why? Why should the tree be fresh? Electric lights should not be on when we are away from the tree. We should never use lighted candles on the tree.	
Others	
9.	
10.	

00030

GRADE TWO

Discussion Topics	*Notes*
1. Near the beginning of the school year, discuss how we get to school and back with the emphasis on safety measures which we must take to avoid accidents. Include safe route, people who help, hazards to avoid, safety devices, etc.	
2. Draw sketches of safety markers and devices in your community. Discuss reasons for each.	
3. Discuss the people who help to protect us—the city policeman, the state police (in rural areas), the professional city fireman, or the volunteer fireman in a small community. If the children have no direct contact with any of these, it might be wise to mention their services but not to attempt any detailed study of their work. Other possible interests might be the hospital and health workers, street cleaners, sanitary inspectors.	
4. Discuss the safety precautions taken by the workers in your community, especially in using machinery.	
5. How can drivers keep safe on the road? What signs help them? List them. (Emphasize physical well-being and courtesy of driver as well as obeying rules.)	
6. Make a map of your community . . . showing hills, curves, streets, etc. . . . highway signs. Indicate the danger areas and discuss safety precautions.	
7. Discuss care of pets and farm animals; include precautions to prevent accidents.	
Others:	
8.	
9.	

GRADE THREE

Discussion Topics	*Notes*
1. Discuss how people protect themselves from accidents and injury in storms or bad weather.	
2. Discuss ways in which you can keep safe as you walk or ride to school.	
3. Write safety rules which all of you need to remember. Tell why each is important.	
4. Discuss ways in which you can keep safe when it is icy, when you are playing winter games, coasting or skiing.	
5. Visit a factory or other production plant to observe safety precautions taken by the workers and provided in the building.	
Others:	
6.	
7.	

19931

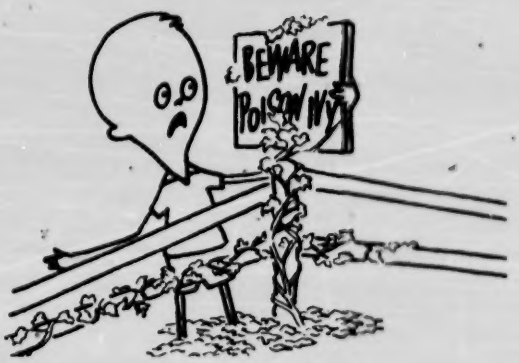
GRADE FOUR

Discussion Topics	*Notes*
1. Discuss poisonous plants—poison ivy, oak, sumac, etc.	
2. Observe poison ivy at different seasons of the year so that it may be avoided. Learn to identify it, help control it, and take proper precautions.	
3. Examine charts and models of a poisonous snake to see how its poison apparatus works.	
4. Discuss playground safety—school, city parks, etc.	
5. Discuss importance of proper clothing for various work-play activities.	
6. Discuss the proper care and use of mechanical riding devices—bicycles, scooters, go-carts, etc.—to prevent accidents.	
Others:	
7.	
8.	

GRADE FIVE

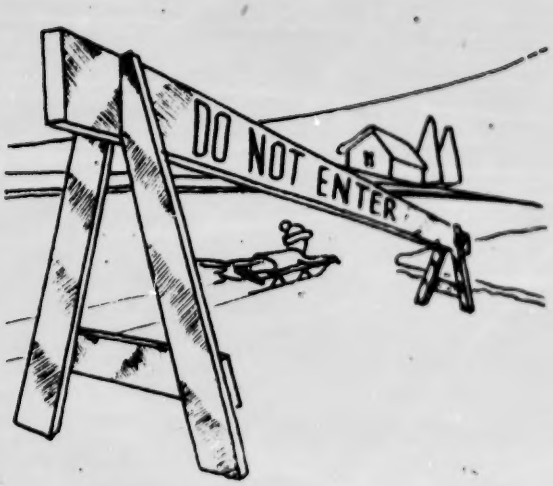
Discussion Topics	*Notes*
1. How do we protect ourselves from electricity? Non-conductors of electricity—insulation . . . protection by covering wires.	
2. Discuss procedures to follow in controlling brush fires, burning leaves, burning trash, etc.	
3. Discuss the dangers that may be associated with modern day heating fuels.	
4. Discuss the situation involving "going along" or going alone in reference to group activities such as swimming, sledding, boating, etc.	
5. Discuss the difference between true courage and recklessness. A situation of this nature could involve the riding of the bicycle.	
Others:	
6.	
7.	

Fire drills and location of exits



Let them be if they are grouped in three

Proper housekeeping on playground



We sled in safety

99933

THE TEACHING SESSION

DIFFERENT SCHOOL AREAS PROVIDE PUPIL EXPERIENCES which may be utilized to initiate and develop units of instruction. The following are suggestive of situations in such areas and periods of time when they might be used.

A. WITHIN THE SCHOOL BUILDING

Study the State laws pertaining to fire drills and means of protection against fire

Cooperate by planning and carrying out fire drills in school

Remove fire hazards in school

Check fire extinguishers and study how to use them

Study safety problems of individual classrooms

Study safety hazards in use of materials, such as scissors, pens, chemicals, glass, etc.

Children should learn how to handle pets and what to do with stray animals

Children should learn safe method of using drinking fountain and the dangers of pushing

Children should learn how to carry food trays, chairs, and other materials

Study special safety hazards of the playroom and gymnasium

Construct and place appropriate safety posters

Select leaders to help carry out safety measures

Use the school paper for publicity

Use appropriate movies and slides on safety

B. ON THE PLAYGROUND

Make frequent inspection of equipment

Study and plan rules for safe use of equipment and game supplies

Let pupils select leaders to help with playground safety

Designate special play areas for certain age groups and for games which involve hazards to others

Have pupil committees pick up glass and other debris from the school grounds

Train older pupils to help protect younger children

Plan safe play areas within the school grounds

Teach children to report accidents immediately to an adult

Keep a record of the types and causes of accidents

Plan to discuss problems seasonally: Fall—Children returning to school life from summer vacation; Winter—Sled riding, snow balling, skating; Spring—Kite flying, ball games, hitch-hiking; Summer—Swimming, use of summer playgrounds, ivy poisoning, hitch-hiking, bicycle riding, taking care of younger children, hiking

Matches

C. AT FREE PLAY

Free play should always be supervised by an adult

Free play suggests a choice of activity; it does not imply a free-for-all situation

Pupils may be taught to govern their own activities; this results in order as well as fun

Free play can be enjoyed by all only when it is based on the principle that the right of the other fellow must be considered

In the beginning the teacher must take time to develop rules, attitudes, and safety procedures

SAFETY HAZARDS IN THE HOME

Fires

Make a check sheet for fire hazards in your home

Cooperate during fire prevention week

Know what to do in case of fire in your home

Know the location of the nearest fire alarm box and how to use it

Know the dangers of playing with matches and explosives

Know the dangers of electric equipment in the home, and how to use it

Develop attitudes of seriousness toward fire hazards

If fires occur in the community and pupil interest is aroused, teachers should use the incident to teach about fire hazards

90634

Falls

Study the dangers of falls due to slippery floors, toys on stairs, slipping in bath tubs, standing on chairs, icy pavements

Study dangers of improper use of furniture

Study safety practices in placing of rugs, etc.

Others

Firearms

Know the safety rules and regulations for handling firearms

Use newspaper clippings during hunting season to study the dangers of careless handling of firearms

Others

Poisons

Emphasize the necessity for marking bottles containing poison

Keep bottles of poison in a safe place

Know the proper handling and care of perishable food

Be able to identify poisonous plants and herbs

Asphyxiation or Suffocation

Discuss the storing of discarded or worn-out refrigerators without first removing their door handles or locks; such removal is now mandated by law

Study problems of safety in use of stoves and furnaces, and the dangers of broken or leaking gas pipes

Use newspaper articles to study the dangers of carbon monoxide from cars

How to prevent suffocation

Learn proper use of gas in cooking and heating

Stress the dangers inherent in plastic bags as they relate to suffocation of the small child

SCHOOL BUS AND PEDESTRIAN SAFETY

THE SCHOOL BUS

Provide for:

Equipment—buses which are in good mechanical condition

Routes—those which are safest to and from school

Instruction—of pupils, parents and public in safe transportation factors

Conduct—using the transportation facilities safely and courteously

Orderly loading and unloading

School bus patrols

Keep to the right

Capable drivers—drivers should be checked for mental attitudes; physical condition; driving ability; knowledge of traffic rules and regulations; knowledge of vehicle; first-aid training

Cooperation with state and local highway officials

THE PEDESTRIAN

Discuss problems involving:

Accident statistics

Age, time and season

Location—urban or rural

School children—before, during and after school hours

Cause of pedestrian accidents

Traffic control

Age

Visibility

Mechanical condition of the vehicle

Poor driving practices

Ignoring the policemen's direction

Prevention of pedestrian accidents

Teaching of safe practices

Demonstration of safe practices

Correct driving practices by parents, teachers, and the general public

Public protection of children

Playgrounds

Correct engineering

Proper law enforcement

30035

Special safety problems
- Bicycle—
  - instruction in use
  - registrations
  - inspection

SCHOOL PATROLS

There are many types of School Patrols that may be organized according to the needs that arise. Those of a specific nature at the intermediate level may assume the duty of supervising the following: hall, lunch, locker, assembly, playground, fire drills, kindergarten, etc. These patrols are important schoolwide instructional and administrative devices and, therefore, the assigned teacher-sponsor must assume responsibilities for the following:

1. Have members of patrol selected according to school policy and procedure
2. Instruct officers and patrolmen in their duties and responsibilities
3. Assume general responsibility for organization and operation of the patrol
4. Transmit reports and keep contact with cooperating agencies through proper channels
5. Aid in coordinating the safety education work of the school with other school activities
6. Test the patrol on general information concerning operation of safety patrols
7. Set up a program of recognition and motivation

The School Safety Patrol dealing with traffic problems on streets and highways adjacent to the school plant has been recognized since 1914 and was given permissive legislation in 1931 with the enactment of Section 510 of the Pennsylvania School law which is as follows—

"In the exercise of this authority the board of school directors is empowered to organize school safety patrols and, with the permission of the parents, to appoint pupils as members thereof, for the purpose of influencing and encouraging the other pupils to refrain from crossing public highways at points other than at regular crossings, and for the purpose of directing pupils not to cross highways at times when the presence of traffic would render such crossing unsafe. Nothing herein contained shall be construed to authorize or permit the use of any safety patrol member for the purpose of directing vehicular traffic, nor shall any safety patrol member be stationed in that portion of the highway intended for the use of vehicular traffic. No liability shall attach either to the school district or any individual director, superintendent, teacher, or other school employe by virtue of the organization, maintenance, or operation of school safety patrols organized, maintained, and operated under authority of this section."

The supervisor of the school safety patrol should request a copy of the Department of Public Instruction Curriculum Services Series No. 13 for complete information on this subject.

Telephone service wherever practicable

BICYCLE SAFETY CHECK LIST

YES NO

____ ____ 1. One person in each building is in supervisory charge of all bicycle safety in the school.

____ ____ 2. Special parking racks in regulated parking areas or special rooms are provided for housing the bicycles.

____ ____ 3. Patrols are appointed to cooperate with faculty members to enforce local bicycle ground rules.

____ ____ 4. Programs on bicycle accidents are held in which accident spot maps are utilized to locate local accident scenes and their causes.

____ ____ 5. The school administers a skill test for all bicycle riders.

____ ____ 6. Bicycle safety surveys are conducted, including information on the number of pupils with bicycles and the condition of these bicycles.

____ ____ 7. Field days are held emphasizing safe riding in parades, bike polo games, and exhibitions of skill.

____ ____ 8. Assembly programs are conducted which utilize speakers, movies, radio plays and music dealing with bicycle safety.

____ ____ 9. Planned bicycle hikes and tours are held with an adult adviser in charge.

____ ____ 10. Students, faculty, and police comprise a functioning bicycle court which deals with cases of violation on the part of the bicyclist involved in violations of local or state regulations.

EFFECTIVE FIRE DRILLS

Fire Drills Are Required Monthly

Principals and teachers must assume responsibility for the organization of effective fire drill procedures within their building. Below are suggestions which may be of assistance in making the drills effective.

The primary purpose of the school fire drill program is to teach safe and effective building evacuation. The customary drill in which participants leave the building by means of a set, unvarying route has limited value. It is recommended that each school organize a blocked exit or obstruction type of drill. During this drill, pupils who would ordinarily use one of these blocked exits will have to change their course and use a second or third-choice exit.

For a drill of this kind a red object such as a flag or a block of wood is placed at an unannounced exit or stairway, indicating that the exit is cut off by fire and students must leave by another route. In a variation of this drill, hand signals are used to indicate changes of direction. Raising one hand indicates that the line should stop, raising both hands indicates the line should reverse direction. The hand extended to the right or left side indicates the new direction the line will follow.

Some important suggestions applicable to either the regular or blocked fire drill are:

1. The fire gong should be used only for fire drill purposes and should be clearly distinguishable from other signaling devices used by the school.
2. When the signal sounds, pupils should immediately stop whatever they are engaged in and come to attention. The following procedure is suggested: The teacher shall at once take his place at the room exit and at his signal the pupils will march out of the room in regular order. Unless older boys are detailed to check classroom, the teacher will leave the room last, making certain that everyone is out. After the pupils are marched a safe distance from the building, roll should be called to check up on possible stragglers.
3. While it is desirable to evacuate the building quickly, excessive speed is not the aim of the fire drill. Prompt, orderly movement with perfect control is the aim.
4. There should be no talking in line as this tends to add to the possible confusion. A simple "are-in-hand" signal system would be employed for communication between leader and students.

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5. The rooms nearest the stairways and exits should be evacuated first. Exit should be made by the shortest route with no crossing of lines.
6. The fire alarm apparatus should be tested by the engineer every morning before the opening of school.
7. Directions for fire drill procedure should be studied and should be posted in a conspicuous place in each room. Directions should state the route to be followed by the children leaving the building. It should be the duty of the principal to immediately instruct new teachers or substitute teachers on fire drill procedure.
8. Fire drills should be held at different times during the day in order that pupils may become familiar with all exits and understand procedures to be followed, no matter in what activity they are engaged.
9. It is important that all teachers, office staff, cafeteria workers, as well as pupils, leave the building during the drill. There should be no exceptions to this rule at any time.

CHECK LIST FOR ELEMENTARY SAFETY EDUCATION

YES NO

____ ____ 1. There is a well-planned safety program in each elementary school building.
____ ____ 2. Administrators, teachers, and parents cooperate in developing an adequate Highway Safety Education program for the elementary schools.
____ ____ 3. One person is in supervisory charge of all safety education in each building.
____ ____ 4. The age and the maturity of the children, as well as the nature of the community, define the kind of program planned for them.
____ ____ 5. Every member of the elementary school is involved in the school safety program. (Children, teachers, administrators, bus drivers, nurses, and all special supervisors.)
____ ____ 6. An accident accounting system appropriate to each school's need is an integral part of the safety program.
____ ____ 7. Accident records are used in reorganizing and adjusting the safety program to avoid accident recurrence.
____ ____ 8. Each classroom has developed, through discussions, its own safety code.
____ ____ 9. The classroom teacher takes advantage of all unplanned and natural situations as they arise to teach safety.
____ ____ 10. The safety program emphasizes the DO's rather than the DON'TS of safety practices.
____ ____ 11. The safety program provides for pupil participation in proper safety practices.
____ ____ 12. Safe routes to school are planned, especially for beginners.
____ ____ 13. The school takes advantage of tested visual safety aids provided by outside organizations.
____ ____ 14. Pupil behavior on the street demonstrates to the community the effectiveness of the safety program.
____ ____ 15. The safety program provides timely emphasis in such safety instruction as seasonal activities (bicycling, coasting, roller skating, etc.), may require.
____ ____ 16. The School Patrol not only helps at intersections but is given other assignments where the safety of pupils is involved.
____ ____ 17. The school welcomes cooperation by police and other community agencies in organizing and directing the Patrol.
____ ____ 18. At least one faculty meeting is devoted to School Patrols each year.
____ ____ 19. The Safety Patrols, traffic lights, street markings, and other protective measures are periodically checked so that they offer the proper protection to those who are on their way to or from school, and insure proper operation as safety devices for pupils and others.

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Animals—Helpful and Harmful—Series No. 1230—Six color filmstrips

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2. The Tree and Other Traditions
3. Santa Claus and Other Traditions
4. The Story of the Christmas Seal
5. The Christmas Tree Industry
6. A Safe Christmas with the Reeds

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3. Hot and Cold Water
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5. Heroes of Peace
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8. Leaning Out of Windows

Understanding Electricity—Series No. 1210—Seven color filmstrips

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4. Producing Small Amounts of Electricity
5. Electromagnets and How They Work
6. How Is Electricity Used In the Home?
7. Using Electricity Safely

Encyclopaedia Britannica Educational Corporation,
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2. Home Safety
3. Play Safety
4. Street Safety
5. Vacation Safety
6. Safety Helpers

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3. I'm No Fool in Water
4. I'm No Fool as a Pedestrian
5. I'm No Fool Having Fun
6. How to Have an Accident in the Home

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

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3. Same Home—Safe Living

The Primary Way Safety Set—Series No. 567-SB—Three captioned color filmstrips

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2. Safe and Sound Along the Way
3. Safe and Sound at Home

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Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood, California 90028.

Playground Safety—Captioned filmstrip set
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McGraw-Hill Text-Films, 330 West 42nd Street, New York, New York 10036.

Junior Safety Series—Series No. 400161—Six color filmstrips

1. Safety at Christmas
2. Safety on the Bicycle
3. Play Safely
4. School Bus Safety
5. Home Safety
6. Street Safety

Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435.

You and Safety—Series No. F76—Nine color filmstrips with teaching manual

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2. Safety in the Home
3. Preventing Accidents in the Home
4. Fire Prevention at Home and in School
5. Safety Coming to School and in School
6. Safety in School Shops and Gymnasiums
7. Safe Play on School Grounds
8. Safety on the Street and on Vehicles
9. Safety in Outdoor Sports

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CROSS
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